

# Little Wonders Pre School Parkway



'The Hive', Castle Playing Fields, HAVERHILL, Suffolk, CB9 9DE

<b>Inspection date</b>	23 January 2015
Previous inspection date	9 February 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff throughout the pre-school have high expectations of the children and provide challenges that effectively promote their learning and development.
- Partnerships with parents, carers and other professionals are successful and ensure children receive the support they need, as they work cooperatively together.
- Staff promote children's well-being very well and, as a result, they are clearly settled and enjoy a strong sense of belonging within the pre-school.
- Managers and staff have a good understanding of their responsibilities and procedures for protecting children from harm, and regularly refresh their knowledge. They implement robust safeguarding and child protection procedures, which ensures that children are safe and secure within the pre-school.
- The managers and staff evaluate the service they provide for children and their families. This enables them to continually develop and improve the facilities they offer.
- Where children require additional support, staff actively seek funding in order to increase adult ratios and provide one-to-one teaching as appropriate. This makes sure that any gaps in learning are minimised or where possible, closed.

### It is not yet outstanding because:

- Outdoor opportunities to teach mathematical skills are not yet promoted to the optimum.
- Opportunities for children to expand their investigations of technology are not consistently extended to encourage them to understand how it can be used for different purposes.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- make the most of learning opportunities for children to explore mathematics in the outdoor environment
- extend learning opportunities for children so that they can engage further with everyday technology to enrich their understanding about how it can be used for different purposes.

### Inspection activities

- The inspector observed general play and the snack time routines in the setting. She talked with the staff, parents and children at appropriate times throughout the inspection.
- The inspector held joint discussions with the joint managers about observations of the children's play, learning and progress.
- The inspector looked at evidence of the suitability checks of all committee, managers and staff members, and a range of other documentation. First-aid and safeguarding training certificates were reviewed.
- The inspector reviewed the current self-evaluation plan being used by managers and staff.

### Inspector

Lynn Clements

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff undertake regular observations to identify the progress children make across the areas of learning. Partnerships with parents and carers include involving them in completing the progress checks for children between the ages of two and three years. Every child has a key person to work closely with their family. Children embed learning well, which supports their future move on to school. Children enjoy exploring simple technology as they access the computer. With increasingly good coordination they negotiate suitable programs using the mouse; demonstrating their interest in pressing buttons and learning what these do. However, there is opportunity to enrich these learning experiences further, for example, by encouraging the use of machines during cooking activities or finding out how things work by taking them apart. Staff challenge children and help them to develop their critical thinking skills. In the outdoor areas, staff extend children's mathematical thinking by using positional language and counting turns on the wheeled toys. However, they do not always enrich teaching and learning through the use of pictorial symbols on resources and within play areas to further encourage number recognition.

### **The contribution of the early years provision to the well-being of children is good**

Staff obtain relevant information from parents about the care needs of each child which enables them to provide good care and attention, respecting any religious, medical or dietary requirements. This clearly supports children's well-being. Children settle with confidence because they are free to move and play both inside and outside. Staff make sure that any potential hazards are minimised so children are kept safe and secure. The very good provision of child-height storage enables children to access resources independently. This builds on their existing self-helps skills and clearly boosts their self-esteem. Children increase their physical dexterity exceedingly well. They move between the inside and outside environments with ease, negotiating safe pathways and carefully avoiding each other and objects. Children enjoy running and jumping and staff support them very well in developing their understanding about adopting and leading healthy lifestyles.

### **The effectiveness of the leadership and management of the early years provision is good**

The daily management of the pre-school is undertaken by two members of staff, and this is overseen by a senior manager from their sister setting. Vigorous staff recruitment procedures are in place to ensure that children are protected from unsuitable adults. All staff are qualified and their ongoing interaction with children is closely monitored to make sure that they support each child's learning and development well. Clear attention is paid to the ongoing professional development of all managers and staff. This helps to make sure that required training remains up to date. It also ensures a well-educated staff team, whose knowledge of teaching and learning remains pertinent. This enables them to actively support each child in making good progress towards the early learning goals.

## Setting details

<b>Unique reference number</b>	251431
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	876486
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	28
<b>Number of children on roll</b>	41
<b>Name of provider</b>	Busy Bee Pre-School (Haverhill) Committee
<b>Date of previous inspection</b>	9 February 2012
<b>Telephone number</b>	

Little Wonders Pre-school was registered in 2012. It is managed by a voluntary committee. The pre-school employs seven members of childcare staff and an administrator. Of these, seven hold appropriate early years qualifications. The pre-school opens Monday to Friday during term times. Sessions are from 9am until 12 noon and 12 noon until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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